

# Guide to the new standards check



Driving you **Forward**

## Preface

“We have put together this comprehensive guide to help all driving instructors prepare for the new Standards Check being introduced this year in our industry. We hope you find it informative and useful. It is a major change in the way instructors are assessed and we hope that in some small way, this guide helps you to not only pass but succeed with a high score”

Ian McIntosh, CEO, RED Driving School

## About the ADI Standards Check

The purpose of the Standards Check is to assess how well an approved driving instructor (ADI) meets the standards set out in the ‘National standard for driver and rider training’ document.

The aim of the Standards Check is to let you demonstrate your ability to instruct and whether your instruction helps a person to learn in an effective way. You should make sure you have sound knowledge of the area around your chosen driving test centre (DTC) so you can:

- plan your lesson
- give appropriate directions to your pupil during the Standards Check

The pupil can be at any level of ability, but cannot be on the ADI register or have passed the ADI part 2 test.

Standards Checks can only be conducted in English or Welsh and are based on observing you delivering a normal 1 hour lesson with a pupil.

## About this Guide

This guide will help you understand the Standards Check and therefore help you achieve the best score possible and continue to deliver ***client centred learning***. Incidentally, some terms may need clarifying so when such terms appear in the text for the first time, they will appear in bold and italics. You can then look up them up in the Glossary, e.g. ***Client centred learning***.

You need to meet the expectations placed on you by each ***competence***. The competences have been chosen to assess your ability to present a client centred lesson developing the learner’s skill, knowledge and understanding in relation to the contents of The National Standard for Driver and Rider Training.

The 17 competences are detailed in Section 2, 3 and 4 of this guide and are highlighted in grey text boxes. We have collated information about each competence and described it in terms that will make them as relevant as possible to you. This description is built from official sources. Having read this description, you will find an exercise designed to let you check your understanding of what you have read.

# Contents

## Section 1. Essential Information.

- a) Types of Standards Check lessons
- b) Preparation for the Standards Check
- c) Recording Assessment
- d) The Assessment Criteria
- e) Overall Marking
- f) Feedback
- g) Understanding the ADI Standards Check Form

## Section 2. Lesson Planning.

Four competences

## Section 3. Risk Management.

Five competences

## Section 4. Teaching and Learning Styles

Eight competences

## Section 5. FAQs

## Section 6. General Information.

- a) Invited for Standards Check
- b) Observers
- c) At the start of the Standards Check
- d) At the end of the Standards Check
- e) Appeals
- f) Vehicle Requirements
- g) Useful links

## Section 7. Driver Profiles.

These are to be used with the relevant exercises in the section **Understanding the ADI Standards Check Form**. They give fictitious but typical background scenarios for pupils/pupils; these will be used to help us to explore how to apply the standards to the **typical lesson scenarios** which the examiner expects to see. You will be told which Driver Profile to read and when to read it.


## Section 8. Glossary of Terms (the jargon buster).

This section provides explanations to terms taken from the rest of the guide that you may want clarifying. When such terms appear in the text for the first time, they will appear in bold and italics, this way you will know which terms you can then look up in the Glossary, e.g. ***Client centred learning***.

## Section 1 – Essential Information

ADI Standards Check Form (the marking sheet or SC1).

Standards Check Form SC1

INFORMATION		Competence			
		0	1	2	3
	Trainer Name <input type="text"/> Location <input type="text"/> Date <input type="text"/> / <input type="text"/> / <input type="text"/> PRN <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Dual Controls Yes <input type="checkbox"/> No <input type="checkbox"/> Valid Certificate Yes <input type="checkbox"/> No <input type="checkbox"/> Reg No. <input type="text"/> Accompanied? QA <input type="checkbox"/> Trainer <input type="checkbox"/> Other <input type="checkbox"/>	Outcome <input type="text"/>			
ASSESSMENT					
Pupil: Beginner <input type="checkbox"/> Partly Trained <input type="checkbox"/> Trained <input type="checkbox"/> FLH New <input type="checkbox"/> FLH Experienced <input type="checkbox"/> Lesson theme: Junctions <input type="checkbox"/> Town & city driving <input type="checkbox"/> Interacting with other road users <input type="checkbox"/> Dual carriageway faster moving roads <input type="checkbox"/> Defensive driving <input type="checkbox"/> Effective use of mirrors <input type="checkbox"/> Independent driving <input type="checkbox"/> Rural roads <input type="checkbox"/> Motorways <input type="checkbox"/> Eco-safe driving <input type="checkbox"/> Recap a manoeuvre <input type="checkbox"/> Commentary <input type="checkbox"/> Recap emergency stop <input type="checkbox"/> Other <input type="text"/>		No evidence	Demonstrated in a few elements	Demonstrated in most elements	Demonstrated in all elements
LESSON PLANNING					
Did the trainer identify the pupil's learning goals and needs?					
Was the agreed lesson structure appropriate for the pupil's experience and ability?					
Were the practice areas suitable?					
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?					
Score for lesson planning					
RISK MANAGEMENT					
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?					
Were directions and instructions given to the pupil clear and given in good time?					
Was the trainer aware of the surroundings and the pupil's actions?					
Was any verbal or physical intervention by the trainer timely and appropriate?					
Was sufficient feedback given to help the pupil understand any potential safety critical incidents?					
Score for risk management					
TEACHING & LEARNING STRATEGIES					
Was the teaching style suited to the pupil's learning style and current ability?					
Was the pupil encouraged to analyse problems and take responsibility for their learning?					
Were opportunities and examples used to clarify learning outcomes?					
Was the technical information given comprehensive, appropriate and accurate?					
Was the pupil given appropriate and timely feedback during the session?					
Were the pupil's queries followed up and answered?					
Did the trainer maintain an appropriate non-discriminatory manner throughout the session?					
At the end of the session - was the pupil encouraged to reflect on their own performance?					
Score for teaching and learning strategies					
Overall score					
REVIEW					
		Yes	No		
Did the trainer score 7 or less on Risk Management (A 'Yes' response to this question will result in an automatic Fail)					
At any point in the lesson, did the trainer behave in a way which put you, the pupil or any third party in immediate danger, so that you had to stop the lesson? (A 'Yes' response to this question will result in an automatic Fail)					
Feedback offered to trainer	<input type="text"/>				
Examiner Name	<input type="text"/>	Signature	<input type="text"/>		

A 11/2013

### a) Types of Standards Check lessons

A pupil's ability, and therefore the type of lesson they need, can be categorised in many ways. The examiner refers to these categories as typical lesson scenarios – of which there are four:

- partly trained, inexperienced, learner
- experienced pupil – about ready to take their practical driving test
- new full licence holder
- experienced full licence holder

'Driver profiles', giving examples of each category, can be found in Section 7 of this guide. We will use these to help explore the scenarios in the next section.

Whichever level of ability that your pupil has – be prepared for their ability to regress slightly on the day of your Standards Check. This is often the case and widely believed to be because the presence of the examiner makes the pupil nervous.

**N.B:** Classroom-based, 'off-road' and emergency services training are *not* allowed for the Standards Check.

### b) Preparation for the Standards Check

You should prepare a normal lesson, with your pupil, based on the student's **learning needs** or agreed development strategy.

The theme for the lesson may be one of those listed on the Standards Check form (SC1), but it may be something else. In that case the examiner will record what the theme was in the 'other' box.

You may have noticed the theme 'Recap on manoeuvre (and emergency stop)' – which implies introducing a manoeuvre is not allowed. Our advice is to bear in mind that if you choose to introduce a manoeuvre you may be limiting your opportunity to demonstrate the full range of competences. For instance there are arguably fewer risks to manage during a manoeuvre, which would mean that the examiner is likely to see limited evidence of competence in **risk management** – and therefore record a low score.

However, if introducing a manoeuvre is critical to achieve the objective – that would be structuring the lesson appropriately and managing risk. An example of this could be taking the pupil to practice clutch control on a quiet incline before returning to a lesson subject or location which requires well developed clutch control. Such manoeuvres, which are critical to an objective, are limited in number – so we recommend that you avoid introducing a manoeuvre if possible.

### c) Assessment

Your role is to demonstrate your competence in delivering effective driving instruction. Although there is more than one way to achieve the **learning outcomes** set out in the 'National standard for driver and rider training', if you do, or say, something that is clearly wrong it will be picked up, especially where it could lead to a safety issue.

Ultimately, your task is to provide an effective learning experience for your pupil. An important thing to remember here is that the most effective learning takes place when the pupil finds the answers for themselves.

If opportunities arise for discussion of issues between you and the pupil, while on the move, these can be used, but need to be tailored to the pupil's ability and should not create distraction. Unnecessary instructions from you can both de-motivate the pupil and create a real hazard.

### d) Recording assessment

The examiner will record the main subject of the lesson and what level of experience the pupil is said to have e.g. FLH for a full licence holder.

If you score 7 or less in the section marked 'risk management', this will result in an automatic 'fail'. You will still be given a score, determined by the scores you achieve against the other criteria but, in any case, the outcome cannot be assessed as satisfactory.

A fail as a result of a low 'risk management' score will be referred to the Registrar who can consider removing you from the register.

Assuming your performance is satisfactory, the marks given will be totalled to determine the grade achieved.

#### e) **The Assessment Criteria.**

The assessment is made against 3 broad or 'high' areas of competence:

- ***Lesson planning.***
- ***Risk management.***
- ***Teaching and learning strategies.***

The 3 high areas of competence are broken down further into 17 lower level competences and a mark will be given for each of these lower level competences. These marks will be totalled to give an overall mark and they will also provide a profile of the areas where you have performed well and also where you have opportunities to do some more development work.

Marks will be given as follows:

- no evidence of competence = 0
- a few elements of competence demonstrated = 1
- competence demonstrated in most elements = 2
- competence demonstrated in all elements = 3

The marking the examiner gives suggests the areas in which you could improve (or not as the case may be). Therefore, a good way to look at this is from a developmental point of view.

- A marking of 0: This would occur if you make no attempt to understand your pupil's needs.
- A marking of 1: This would occur if you make an attempt, ask a few questions, but don't really listen and then go ahead and do what you intended to do regardless.
- A marking of 2: This would occur if you grasp the importance of understanding the pupil's needs and make a real effort to do so; however you find it difficult to frame suitable questions.
- A marking of 3: This would mean that you have clearly grasped the importance of putting the pupil's needs first and have demonstrated this throughout the lesson.

The key thing to understand is that the lower level competences, on the form, can themselves be broken down into elements. Therefore, you will have to use a range of skills to ensure each of these elements is in place. A more detailed look at these lower level competencies can be found in section 2 of this guide.

#### f) **Overall Marking**

The maximum mark you can gain is 51 and the score achieved will dictate the final grade. Whatever your overall mark is, you will automatically fail if you:

- achieve a score of 7 or less on the 'risk management' section
- at any point in the lesson, behave in a way which puts the pupil, the examiner or any third party in immediate danger (the examiner will probably stop the lesson if this happens).

If a risk occurs within the lesson and you manage it effectively / correctly, you would get marked appropriately under the Risk Management section. However, should a risk occur, it is likely that a change to the ***lesson plan*** will be required to allow you to deal with it. Therefore, the score you receive for the way you manage risks is likely to be reflected in more than one competency area.

#### g) **Feedback**

When the paperwork is finished the examiner will inform you of the grade you have achieved. You will also be provided with some feedback. The purpose of feedback is to help you understand where you have given a strong performance, as well as where you need development.



## h) Understanding the ADI Standards Check Form

The example below looks similar to the SC1. This time we have added boxes with references. The reference will take you to sections of the guide (which commence on the next page) that contain information on that part of the form. This allows you to dip in and out of sections of particular interest to you rather than read the book from front to back. Once you are happy with that particular part of the SC1 simply tick the box to so you can keep track of where you are up to.

ASSESSMENT		Competence			
		0	1	2	3
Pupil:	<i>Beginner, Partly Trained, Trainer, FLH New, FLH Experienced</i> <div>Section 1 a) &amp; 5</div>	<div>Section 1 e)</div>			
Lesson Theme:	<div>Section 1 b), Driving: the essential skills, The Highway Code and The National Standards etc.</div>				
<b>LESSON PLANNING</b>					
Did the trainer identify the pupil's learning goals and needs?		Section 2 a)			
Was the agreed lesson structure appropriate for the pupil's experience and ability?		Section 2 b)			
Were the practice areas suitable?		Section 2 c)			
Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?		Section 2 d)			
<b>RISK MANAGEMENT</b>					
Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?		Section 3 a)			
Were directions and instructions given to the pupil clear and given in good time?		Section 3 b)			
Was the trainer aware of the surroundings and the pupil's actions?		Section 3 c)			
Was any verbal or physical intervention by the trainer timely and appropriate?		Section 3 d)			
Was sufficient feedback given to help the pupil understand any potentially safety critical incidents?		Section 3 e)			
<b>TEACHING AND LEARNING STRATEGIES</b>					
Was the teaching style suited to the pupil's learning style and current ability?		Section 4 a)			
Was the pupil encouraged to analyse problems and take responsibility for their learning?		Section 4 b)			
Were opportunities and examples used to clarify learning outcomes?		Section 4 c)			
Was the technical information given comprehensive, appropriate and accurate?		Section 4 d)			
Was the pupil given appropriate and timely feedback during the session?		Section 4 e)			
Were the pupil's queries followed up and answered?		Section 4 f)			
Did the trainer maintain an appropriate, non-discriminatory manner throughout the session?		Section 4 g)			
At the end of the session – was the pupil encouraged to reflect on their own performance?		Section 4 h)			
Overall Score		Section 1 f)			
<b>REVIEW</b>					
Did the trainer score 7 or less on Risk Management?		1 d) & f)			
At any point in the lesson, did the trainer behave in a way which put you, the pupil or any third party in immediate danger, so that you had to stop the lesson?		1 f)			
Feedback offered to trainer	<div>Section 1 g)</div>				

## Section 2. Lesson Planning

### *Section 2 a) Did the trainer identify the pupil's learning goals and needs?*

In order to deliver a client centered lesson, you must use your pupil's needs as a basis when choosing things like the content and complexity of the lesson as well as the kind of support you will offer. Ultimately you will have to guide these choices so it is your job to balance the learning plan so that it meets the goals and needs of the pupil.

There are several ways to find out about the pupil's goals and needs: you can ask questions, use what you have learned about them from previous lessons or you can ask the pupil to undertake a short demonstration / assessment. If you have not met the pupil before or seen the pupil's practical ability in order to know how to plan the next step in the lesson, the latter option is particularly relevant. This will help you to meet the **learning needs** of the pupil.

A considered combination of all three of these options, if appropriate, would help maximise identification of a pupil's goals and needs.

The examiner knows that a better understanding of the pupil's needs may emerge as the lesson progresses. Therefore don't be put off if you do not gain a full picture of the pupil's goals and needs at the beginning of the lesson - although it is recommended that you try.

You may have imagined a situation where you ask a pupil what they want to achieve during the lesson and they respond with an aim that is way beyond their reach e.g. what if a pupil tells you that they want to drive along a busy dual carriageway at 70 mph having only had 2 hours experience of driving? What do you do? The good news is that this gives you an opportunity to demonstrate your ability in terms of the competences, for example what you could do is:

- a) encourage the pupil to analyse the potential risks and effects on their learning;
- b) guide them to the understanding that such a plan is not appropriate and;
- c) set a target for when such a plan may be appropriate

By doing this you have the opportunity to evidence your management of risks, planning the lesson appropriately and employing effective teaching and learning strategies.

### ***Got that? To check your understanding try the following exercise.***

**Which of the following would you do to help you identify the pupil's *learning goals and needs* (put a tick next to the statements that you think are appropriate).**

- a) Encourage the pupil to say what they want from the lesson.
- b) Push the pupil to address issues that they are not happy to talk about, unless there is a clear need, such as an identified risk or a safety critical issue.
- c) Ask questions to ensure understanding.
- d) Check understanding as the lesson progresses.
- e) Ignore negative or concerned comments or body language that show discomfort.
- f) Listen to what the pupil is saying.
- g) Take note of body language.
- h) Make assumptions about understanding or experience.
- i) Undermine the pupil's confidence by continually asking questions clearly beyond the pupil's knowledge or understanding.

*The correct choices are:  
a), c), d), f) & g)*



*Section 2 b) Was the agreed lesson structure appropriate for the pupil's experience and ability?*

To help to make sure that the agreed lesson structure is appropriate for the pupil's experience and ability, you should:

- Ensure the pupil understands what you plan to do and agrees with that plan.
- Make sure that the lesson **reflects** the information given by the pupil and the learning goals they want to tackle.
- Build in opportunities to check the statements made by the pupil before moving to more challenging situations.
- Check theoretical understanding

You should avoid:

- Delivering a pre-planned, standard lesson that doesn't take into account the pupil's expressed needs or concerns.
- Failing to build in a suitable balance of practice and theory.

The lesson should have a pace which provides a manageable challenge - not too easy but not too difficult.

***Got that? To check your understanding try the following exercise.***

**Read Driver Profile 1 now and imagine that James is your pupil. Next, based on what you've read, put a tick next to the statements you agree with.**

- a) I could ask James to tell me how he feels about the lesson plan.
- b) I will begin the lesson with a long and detailed explanation.
- c) I will not ask James about his previous lesson as I remember what happened.
- d) We will discuss his thoughts about his previous lessons and build a bespoke lesson based on his needs.
- e) I will check James theory knowledge extensively before moving the car - I do this with every pupil.
- f) I always keep learners like James on nursery routes for at least 10 hours.
- g) I am not going to tell James that on his next lesson, I am going to take him on a busy roundabout with multiple lanes - it'll wake him up a bit.
- h) There is no point checking his theory as he is a doer rather than a thinker.

*The statements that meet the expectations are:  
a) & d)*

*Section 2 c) Were the practice areas suitable?*

The area or route you choose should provide an achievable challenge to your learner; they should spend the lesson learning rather than 'surviving' situations and should not be exposed to any risks that they cannot manage.

On balance, the area and route should not be so easy that they cannot learn anything; it must provide a range of opportunities to address the agreed learning objectives. Safety and the pupil's goals should take priority when choosing the route.

***Got that? To check your understanding try the following exercise.***

**Read the route descriptions below. Then match the route to our Driver Profiles (you should read all the Driver Profiles now if you have not already done so). You can match none, several or all of the statements to the Driver Profiles. For example, you may decide that statement one matches the needs of James *and* Bruce.**

**Route 1:**

The route will involve more advanced roads which will encourage good 'reading the road' skills. Complex junction layouts in urban areas will be linked to out of town driving on roads where the national speed limit applies. Very few quiet roads will be used except if needed to pull up and discuss matters or to practice manoeuvres. Time will be set aside to practice independent driving in preparation for the practical driving test. For which of the Driver Profiles would this route be appropriate (circle your answer)?

*James                      Patrick                      Bruce                      Stephanie*

**Route 2:**

The route will mainly be made up of out of town roads. To begin with the route will have sweeping bends and open views of the road ahead with plenty of places to pull over. This choice has been made to help a pupil with particularly low confidence. However, 'nursery routes' would be inappropriate. As the pupil's confidence builds, the route will move on to roads that include slightly tighter bends where the view of the road ahead is sometimes limited.

For which of the Driver Profiles would this route be appropriate (circle your answer)?

*James                      Patrick                      Bruce                      Stephanie*

**Route 3:**

The route will concentrate on more complex road layouts and junctions with varying speed limits and busy traffic conditions. A considerable amount of the lesson will be spent dealing with dual carriageways. The nearest motorway to the pupil's home is 90 minutes away, therefore time spent on dual carriageways will help to develop some of the ability that the pupil needs to use motorways networks in future.

For which of the Driver Profiles would this route be appropriate (circle your answer)?

*James                      Patrick                      Bruce                      Stephanie*

*The answers are:*

*Route 1: Patrick, Route 2: Stephanie, Route 3: Patrick & Bruce*

*Section 2 d) Was the lesson plan adapted, when appropriate, to help the pupil work towards their learning goals?*

To help you to know if, how and why the lesson should be changed - seek involvement from the pupil. Ask questions and take account of their body language - do they seem bored, uncomfortable or frustrated for example? Give pupils the opportunity to tell you if they think anything needs to change and why. If you decide changes are necessary, ask the pupil a few questions to clarify that they understand what is happening. Quickly adapt the plan if the pupil's inability is creating a possible risk situation.

There are many things that you should consider changing when adapting a lesson plan. These include:

- Your teaching style. There are many things that you could change in the way you communicate with the pupil, for example do you need to ask more or less questions or do you need to adapt the timing or detail of what you say?
- The pupil's preferred learning style. Think about how this particular pupil learns best: do they prefer to have a go at an exercise before you explain it in detail or vice versa? How much verbal support from you gets the best results when they are driving? Do they pick up practical exercises quickly or do they need plenty of practice to consolidate new skills?
- The complexity of the lesson. Is what you are attempting to easy or difficult for the pupil? For more ideas, see the section 'Was the agreed lesson structure appropriate for the pupil's experience and ability?'

***Got that? To check your understanding try the following exercise.***

**Which of the following would you do to appropriately adapt the lesson plan to help the pupil work towards their learning goals (put a tick next to the statements you agree with)?**

- a) Adapt the lesson plan if the pupil appears to be uncomfortable or unable to deal with the lesson content that you have set up.
- b) Get the pupil involved in decisions to make changes to the lesson plan only if they are at or approaching test standard.
- c) Not tell the pupil about changes you are making to the lesson plan.
- d) Keep on with the intended lesson plan even if the pupil is out of their depth.
- e) Adapt the lesson plan if the pupil suggests that the lesson is not providing what they want.

*The correct choices are:  
a) & e)*

### Section 3. Risk Management

*Section 3 a) Did the trainer ensure that the pupil fully understood how the responsibility for risk would be shared?*

You must speak with the pupil and agree on how much responsibility they will take and how much responsibility you will take for minimising risk in a situation. The amount of responsibility you take could be described in terms of the level of instruction that you use.

As an example, let's imagine that the pupil makes a mistake during a manoeuvre. You then talk about the error and **analyse** it. As part of your remedy you agree how much input the pupil will receive from you on the next attempt and how much of the situation the pupil will cope with. Depending on the circumstances, you could say something like:

*"Let's try that manoeuvre again. I won't say anything. Just try to remember what we have just been talking about."*

Or

*"Let's try that again. I will talk you through it this time. Just follow my instructions."*

These phrases are examples of you helping the pupil to *understand how the responsibility for risk will be shared*.

In other words, with input from the pupil, decide: will the pupil deal with a situation by themselves, will you talk them through it or will a 'balance of responsibility' be agreed upon whereby you both have a certain amount of responsibility?

This type of discussion should not be limited to when dealing with faults. You should be prepared to do this, for example, before the car moves following an explanation; whenever the objective is changed; or whenever there is a significant change in the theme of the lesson.

Work with the pupil to decide the best way of tackling a subject or issue. That might mean a temporary change in the 'balance of responsibility'. The important thing is that the pupil knows what is expected of them.

Do:

- Ask the pupil what is meant by risk.
- Ask the pupil what sort of issues create risk, such as the use of alcohol or drugs.
- Explain clearly what is expected of the pupil and what the pupil can reasonably expect from you.
- Check that the pupil understands what is required of them when there is a change of plan or they are asked to repeat an exercise.

Don't

- Fail to address the issue of **risk management**.
- Give incorrect guidance about where responsibility lies for management of risk.
- Fail to explain how dual controls will be used.
- Undermine the pupil's commitment to being safe and responsible. For example, if the pupil believes that people should not drink any alcohol whatsoever before driving – don't say something like: "You'll be okay as long as you don't have more than one pint".
- Ask the pupil to repeat a manoeuvre or carry out a particular exercise without making sure that they understand what role you are going to play

**Got that? To check your understanding try the following exercise.**

Imagine that you have to make sure that each of our Driver Profiles fully understand how the responsibility for risk would be shared. Read the statements below and decide with which of our Driver Profiles you would use that statement. Indicate your answer by circling the Driver Profile name – circle more than one name if you think it is appropriate.

1, "At all times I expect you to drive as carefully and responsibly as possible. To begin with, I will be talking you through the subject today. I have the ability to take control of the car in an emergency. I will only use these controls when I feel that we are in a safety critical situation and that my verbal guidance will not work. If that happens we will take some time to talk about the incident so that you understand for next time."

James

Patrick

Bruce

Stephanie

2, "Given your experience and the fact that we are using your vehicle, I will assume that you are taking full responsibility for our safety. I will be talking to you from time to time but I will try to keep that to a minimum so that I don't distract you. If I am quiet don't worry; that just means I am comfortable with what you are doing. I will, of course, let you know if I see any risk that you appear to have missed."

James

Patrick

Bruce

Stephanie

It may help you now to think about statements you would use for our other Driver Profiles or for your own pupils.

*Statement 1 is most appropriate for James. Statement 2 is most appropriate for Stephanie*

*Section 3 b) Were directions and instructions given to the pupil clear and given in good time?*

The term direction refers to any instruction whether you are telling the pupil which way to go or if you are telling them to carry out a specific action such as 'gently brake'. Be mindful that too many instructions or questions at the wrong time can distract and de-motivate.

To meet this competence, your input should include:

- Clear, concise directions.
- Ensuring the pupil understands what they plan to do and agrees with that plan.
- Directions given at a suitable time so that the pupil can respond.

You should avoid:

- Giving confused directions.
- Giving directions too late.
- Giving unnecessary directions.
- Failing to recognise when the input is causing overload or confusion.

***Got that? To check your understanding try the following exercise.***

**Complete the multiple-choice questions below (mark one answer for each question).**

You find that the pupil frequently nearly misses turnings when you direct them to turn left. Do you

- a) keep everything the same as the pupil needs to learn your way?
- b) avoid turning left?
- c) ask your pupil if they think it would help if you gave instructions sooner?
- d) always give the directions at the same point that an examiner would?

Your pupil struggles to answer your questions correctly when driving, even though you know they know the answer. Sometimes dealing with the question causes them to make driving errors. Do you

- a) continue asking questions in the same way as the pupil needs to be able to cope with driving and answering questions?
- b) vary the terms you use in the questions?
- c) try asking the pupil how and when they think would be the best time to ask them questions?
- d) ask questions at the same time the examiner would?

You are about to deliver a lesson to a experienced pupil who is about ready to take their practical driving test.

When giving directions and instructions for this lesson you should

- a) not give the pupil any information whatsoever.
- b) talk the pupil through every situation in details as they happen.
- c) pay attention to your pupil's body language to help you make sure that your instructions do not overload them.
- d) give the pupil directions using terms they are not familiar with to make them listen.

*The correct choices are:  
c), c) & c)*

*Section 3 c) Was the trainer aware of the surroundings and the pupil's actions?*

This question lies at the heart of your skill as a professional. You should be able to:

- take in the outside world
- observe the actions of the pupil, including comments and body language
- judge whether those actions are suitable in any given situation
- respond accordingly

Any serious lapses in this area are likely to lead to a 0 marking.

***Got that? To check your understanding try the following exercise.***

**Which of the following would you do make sure you are aware of the surroundings and the pupil's actions (put a tick next to the statements you agree with)?**

- a) Watch the pupil constantly and never look outside of the car as they should be taking full responsibility risk management.
- b) Look outside of the car constantly and never look at the pupil as a good instructor should know and be able to feel what their pupil is doing.
- c) Ignore body language as the pupil will say something if they have a problem.
- d) Avoid asking challenging questions when the pupil is dealing with a complex situation.
- e) Keep quiet during any ***safety critical incidents*** as the pupil will learn from their mistakes.

*The correct choices are:*

*d)*



*Section 3 d) Was any verbal or physical intervention by the trainer timely and appropriate?*

Any **verbal intervention** or **physical intervention** can be described as input. You must achieve the correct balance between giving enough input and giving too much. Therefore any input you give, whether the car is moving or not, could be described as intervention.

The most important 'interventions' are those that manage risk in a moving car. You should point out situations in which a risk or hazard might arise.

You should not feel that you have to be speaking all the time. There will be times when, with agreement from the pupil, remaining silent and signaling your confidence in them is appropriate. However you must remain prepared to intervene directly to prevent a safety critical situation escalating. This criterion is primarily about your response in those situations.

Do:

- Intervene in a way that actively supports the pupil's learning process and safety during the session.
- Allow the pupil to deal with situations appropriately.
- Take control of a situation where the pupil is clearly out of their depth.

Don't:

- Ignore a developing situation and leave the pupil to flounder.
- Take control of a situation the pupil is clearly dealing with appropriately.
- Constantly intervene when unnecessary.
- Intervene inappropriately creating distractions.
- Undermine the pupil's confidence.
- Reinforce yourself as the person who is in sole control of the lesson.

***Got that? To check your understanding try the following exercise.***

**Complete the multiple-choice questions below (mark one answer for each question).**

It is coming to the end of your Standards Check and you are conscious that you have not had to physically intervene. You should

- a) Rest assured that if the situation hasn't required you to use the dual controls – that you have met the examiner's expectation.
- b) Manufacture a safety critical situation so that you get to demonstrate to the examiner how you use the dual controls.
- c) Pull over and show the pupil how the dual controls work.
- d) Guide the car into a parked position with the steering wheel to show the examiner how accurate your steering is.

Verbal intervention is:

- a) When you have to tell a pupil to stop doing something that is about to result in a critical situation only.
- b) Any dialogue which supports learning.
- c) Having to interrupt the pupil only.
- d) Having to correct a pupil's incorrect answer to a question only.

You give your pupil a briefing on the turn in the road. The conversation is two-way; the pupil gives input but sometimes they have a lack of knowledge which you correct. This type of dialogue would:

- a) Constitute verbal intervention.
- b) Not constitute verbal intervention.
- c) Constitute physical intervention.
- d) Constitute neither verbal nor physical intervention.

Physical intervention means:

- a) Use of the dual brake and clutch only.
- b) Use of the steering wheel from the passenger seat only.
- c) Both of the above at the same time only.
- d) Any use of any control, including the indicators and auxiliary controls, from the passenger seat.

*The correct answers are:  
a), b), a) & d)*

**Section 3 e) Was sufficient feedback given to help the pupil understand any potential safety critical incidents?**

At this point it is important to agree on what the term '**safety critical**' means. Look up this term in *the Glossary of Terms* before reading on.

Following such incidents it is vital that the pupil understands what happened, how it happened, why it happened and that a strategy is agreed to try to prevent the situation re-occurring. Ideally you should support the pupil to analyse the situation for themselves. If the pupil does not see the problem, you should be prepared to explain it to them. This should be done as soon as it is practical.

Do:

- Find a safe place to stop and examine the critical incident.
- Allow the pupil time to express any fears or concerns the incident might have caused.
- Support the pupil to reflect clearly about what happened.
- Provide input to clarify aspects of the incident that the pupil does not understand.
- Support the pupil to identify strategies for future situations.
- Provide input where the pupil does not understand what they should do differently.
- Check that the pupil feels able to put the strategy in place.
- Agree ways of developing that competence if the pupil feels the need.
- Allow the pupil to explore their own understanding.

Don't:

- Fail to examine the incident.
- Take too long to address issues generated by an incident.
- Tell the pupil what the solution is without checking their understanding.
- Fail to check the pupil's ability to put in place the agreed strategy.
- Take into account the information above, and then carry out the following exercise.

***Got that? To check your understanding try the following exercise.***

**Read Driver Profile 2 now and imagine that Patrick is your pupil. Next, based on what you've read indicate whether you think the statements below meet or don't meet the expectation of the competence (put a tick next to the statements you agree with).**

- a) I will control the speed of the vehicle by using the dual brake without informing Patrick.
- b) I will tell rather than ask Patrick everything I think he needs to know in a safety critical incident – this is how I make sure my learners learn.
- c) I will make links between the number of crashes involving new drivers and any safety critical incidents to promote Patrick's understanding.
- d) I will remain silent during certain safety critical incidents with Patrick as the experience alone will change his behaviour – he will learn from his mistakes.
- e) I will promote scanning and planning to avoid repetition of safety critical incidents.
- f) I will wait until the following lesson, when he has had time to calm down, to tell Patrick talk about any safety critical incidents.
- h) Given Patrick's technical skill, I will discuss all safety critical incidents whilst the car is moving.
- i) I will discuss how planning ahead can minimise risk and reduce occasions of safety critical incidents.

*The correct choices are:  
c), e) & i)*

## Section 4. Teaching and Learning Strategies.

### *Section 4 a) Was the teaching style suited to the pupil's learning style and current ability?*

We all know that it isn't always possible for a pupil to achieve a full level of understanding in one lesson, the examiner knows this, what is expected is that you try.

Do:

- Take into account everything that you understand about the pupil.
- Know that different pupils will have different approaches to learning (it is ok if it takes a few lessons to know this).
- Show that you are willing to deal with different pupils' learning style. Do this by, for example, taking different approaches to those pupils that seem to learn by doing and those pupils that seem to learn by thinking about a subject before moving on to another one.
- Set the pace of the lesson to the pupil's needs.
- Notice when your pupil has stopped learning - if you can do this, you can then try to use a different teaching style.
- Be accurate in the information and demonstrations that you give.
- Use practical examples and other similar tools (such as demonstrations, diagrams, photos etc) to provide different way of looking at a particular subject.
- Link theory to practice
- Encourage and help the pupil to take responsibility for their own development e.g. when faced with a problem, ask the pupil to come up with a solution which would work for them.
- Provide enough uninterrupted time to practice new skills.
- Provide the pupils with clear guidance about how and what they could practice outside of the lesson.
- When using Q&A encourage a higher level of thinking e.g. aim for a deep level of understanding.
- Check with the pupil that the approach you are taking is the correct one for them.
- Make sure that what the pupil learns remains a priority - do not overlook this by focusing on how you would like to teach.

Don't:

- Talk your pupil out of experimenting with different **learning styles** (whilst remaining within the bounds of safety).
- Use only closed questions - particularly to a pupil with a high level of ability.
- Use only open questions - particularly to a pupil who is finding it difficult to achieve a set target.
- Give any technically incorrect instruction - this would result in an automatic fail if the input might lead to a safety critical situation.
- Allow your responses to faults to be unnecessarily delayed.
- Use a teaching style clearly inappropriate to the pupil's learning style e.g. if your pupil prefers a demonstration before trying something new, do not withhold demonstrations.
- Ignore safety issues.
- Ask questions which do not match the pupil's level of ability.

***Got that? To check your understanding try the following exercise.***

**Read Driver Profile 1 now and imagine that James is your pupil. Next, based on what you've read indicate whether you think the statements below meet or don't meet the expectation of the competence (put a tick next to the statements you agree with).**

- a) I will give James a detailed explanation before letting him attempt even the simplest task.
- b) I would never give James a detailed explanation as this is not his preferred learning style.
- c) I will encourage James to take responsibility for his learning as soon as possible.
- d) If James can't come up with a solution, I will stop asking him questions and give him the solutions.
- e) I will not expect to solve problems immediately.

*The correct choices are:  
c), d) & e)*

*Section 4 b) Was the pupil encouraged to analyse problems and take responsibility for their learning?*

Encouraging your pupil to solve problems is a key part of client centred learning. As part of this competence you will need to be able to decide when and how to encourage the pupil to come up with their own solutions – which will mean knowing when to keep quiet and when to provide input. You will need to vary the way you do this depending on the pupil.

Often pupils will respond to the opportunity to solve problems instantly, however pushing a pupil to come up with answers on the spot will be unproductive for some.

When presented with the opportunity to come up with solutions, some pupils may prefer to go away and think about the issue between lessons. You may have to recommend reading or other supportive sources.

***Got that? To check your understanding try the following exercise.***

**Read each of the following points, then indicate whether or not doing what the statement says would encourage a pupil to analyse problems and take responsibility for their learning (put a tick next to the statements you agree with).**

- a) Providing enough time, in a suitable location, to explore any problems or issues that arise during the lesson or that were raised by the pupil.
- b) Providing timely opportunities for analysis; promptly in the case of risk critical incidents.
- c) Making the pupil feeling that the ADI was in control of the teaching process.
- d) Taking time and using suitable techniques to understand any problems the pupil has with understanding an issue.
- e) Providing suitable and correct input.
- f) Suggesting suitable strategies to help the pupil develop their understanding, such as using practical examples or pointing them at further reading.
- g) Giving clear and accurate information to fill gaps in the pupil's knowledge or understanding.
- h) Persisting with one method for addressing a problem – in response to evidence of different learning preferences.
- i) Leaving the pupil feeling that they had responsibility for their learning in the situation.

*The correct choices are:  
a), b), d), e), f), g) & i)*

*Section 4 c) Were opportunities and examples used to clarify learning outcomes?*

The key to this competence is constructive reinforcement of learning points. You should reinforce learning points by making links to theory and through the use of practical opportunities.

The links you make to theory and practical situations must be relevant to the pupil's needs, abilities and learning styles. You can achieve practical reinforcement by providing the pupil with the opportunity to practice. Think of a situation where a pupil makes a mistake, you then discuss the issue and provide the pupil with the opportunity to try the situation again (with appropriate input from you) – this is reinforcement of the learning outcome at hand. Whilst practical reinforcement is the best way to establish the *when, how* and *why* to use a particular technique – be prepared to reinforce learning points further by using links to theory.

Do:

- Use examples identified on a lesson in a suitable way and at a suitable time to confirm or reinforce understanding.
- Explore different ways to use examples to respond to differences in preferred **learning style**.
- Use examples that are within the pupil's range of experience and ability to understand.
- Recognise that some pupils will be able to respond instantly while others will want to think about the issue.

Don't:

- Use examples the pupil cannot really understand through lack of experience.
- Use complex examples that the pupil doesn't have the ability to respond to.
- Fail to give the pupil time to think through the issues and come to their own conclusion.
- Impose an interpretation.

***Got that? To check your understanding try the following exercise.***

**Complete the multiple-choice questions below (mark one answer for each question).**

You are delivering a lesson focusing on moving off and stopping. To reinforce the need for blind spot checks prior to moving off you decide to talk about which of the following situations:

- a) Changing lane on a motorway.
- b) Reversing around a corner.
- c) Riding a motorcycle.
- d) Passing cyclists and vehicles.

You have given the pupil a briefing on the chosen lesson. Which of the following would you do next?

- a) Give the pupil opportunity to ask questions.
- b) Get the car moving immediately.
- c) Practice the subject covered on the previous lesson.
- d) Practice a more advanced subject so the pupil can see their weaknesses.

You are delivering a lesson on pedestrian crossings. Your pupil doesn't seem to understand some of the issues you have explained. Which of the following is the best course of action?

- a) Ask the pupil a question that you know they will not be able to answer.
- b) Ask a question which encourages them to link what they know to what they need to know.
- c) Describe the issues in the same way you always do, again and again until you think they understand.
- d) Ignore the lack of understanding and move on.

*The correct choices are:  
d), a) & b)*



**Section 4 d) Was the technical information given comprehensive, appropriate and accurate?**

Remember these three criteria: *accuracy*, *relevance* and *timeliness*. If the information you give meets these criteria you will be demonstrating this competence.

Examples of input that meet these three criteria are:

- Providing accurate and appropriate input to help a pupil find a solution when it becomes clear that they have a gap in their knowledge.
- Where there is a recurring weakness in a pupil's ability, telling the pupil that they have done something wrong is unlikely to fix the issue. In this situation information you give must be comprehensive.
- During any demonstrations keep your input clear and suitable in order to keep the pupil engaged and involved.

Examples of input that does not meet the criteria are:

- Continually telling the pupil what to do and not allowing the pupil an opportunity to take responsibility.
- Unclear or misleading advice such as saying something like 'you're a bit close to these parked cars' without following this up with further discussion.

*You need to be aware that an ADI will automatically fail the Standards Check if incorrect or insufficient information resulting in a safety critical situation is given to a pupil.*

**Got that? To check your understanding try the following exercise.**

**Read each of the following points, then indicate whether or not doing what the statement says would demonstrate competence in giving technical information comprehensively, appropriately and accurately (put a tick next to the statements you agree with).**

- a) Checking understanding and, if necessary, repeating the demonstration or explanation.
- b) Providing all extremely complicated information very early in the learning process.
- c) Providing limited information to the pupil so that you remain in charge of the pupil's learning.
- d) Giving ambiguous information to highlight the pupil's weaknesses.
- e) Find a different way to demonstrate or explain if the pupil still does not understand.
- f) Give clear, timely and technically accurate demonstrations or explanations.
- g) Withholding essential information until well after the pupil has experienced a complicated situation.

*The correct choices are:  
a), e) & f)*

**Section 4 e) Was the pupil given appropriate and timely feedback during the session?**

To keep the feedback appropriate think about how you give it, to keep your feedback timely think about when you give it:

- Keep it balanced. Encourage your pupil when they are doing well and coach them when a learning opportunity occurs.
- Keep in mind the learning objectives; your comments need to be relevant to what you are trying to achieve.
- There will be occasions when your silence is positive feedback e.g. if you agree with the pupil that they will carry out a part of the drive without your input. Make sure your pupil understands that you are being quiet for constructive reasons.
- Keep your feedback relevant, positive and honest. The pupil should have a realistic sense of their performance.
- Rather than saying somebody has a weakness, consider expressing it as a learning opportunity
- Where possible, feedback should not be negative. Rather than saying somebody has a weakness, consider expressing it as a learning opportunity.
- Try to make sure that feedback is a 'two-way street'. Take appropriate action on the pupil's feedback.
- Whilst your pupil must be kept aware of their performance throughout the lesson, avoid using a constant stream of words particularly at times when it could be demotivating or if it could cause problems by distracting the pupil.

**Got that? To check your understanding try the following exercise.**

**Read each of the following points, then indicate whether or not doing what the statement says would demonstrate competence in giving appropriate and timely feedback (put a tick next to the statements you agree with).**

- a) Providing feedback in response to questions from the pupil.
- b) Seeking appropriate opportunities to provide feedback that reinforces understanding or confirms achievement of learning objectives.
- c) Using superlatives to describe mediocre achievement.
- d) Providing feedback about failure to achieve learning objectives that helps the pupil achieve an understanding of what they need to do to improve.
- e) Providing feedback that the pupil can understand.
- f) Providing feedback a long time after an incident.
- g) Not mentioning all safety critical incidents.
- h) Withholding feedback where it would distract the pupil.
- i) Checking the pupil's understanding of feedback.
- j) Commenting on their personal appearance.
- k) Refusing to hear reasonable feedback about your own performance.
- l) Giving the pupil more feedback about their faults rather than their strengths because this is what will happen on their test.

*The correct choices are:  
a), b), d), e), h) & i)*

*Section 4 f) Were the pupil's queries followed up and answered?*

It goes without saying that questions or queries from the pupil should be dealt with as soon as possible. When doing so, remember:

- Your response may involve providing information or directing the pupil to a suitable source.
- Wherever possible, the pupil should be encouraged to discover answers themselves.
- However if you need to provide information you must ensure that the pupil completely understands the information given.
- Pupils may not always have the confidence to ask direct questions. So pick up on comments and body language that appear to indicate uncertainty or confusion.

Do:

- Respond openly and readily to queries.
- Provide helpful answers or direct the pupil to suitable sources of information.
- Actively check with the pupil if their comments or body language suggests they may have a question.
- Encourage the pupil to explore possible solutions for themselves.

Don't

- Refuse to respond to queries.
- Provide inaccurate information in response to queries.
- Avoid a question or denying responsibility for answering it.

***Got that? To check your understanding try the following exercise.***

**Complete the multiple-choice questions below (mark one answer for each question).**

Your pupil asks a question. You think they will be able to work out the answer based on their previous experience. You should:

- a) Say nothing at all.
- b) Coach the pupil to use what they already know to work out the answer.
- c) Give the pupil the answer and a full explanation of related matters.

Your pupil asks a question that you think they do not know the answer to. You should:

- a) Say nothing at all.
- b) Ask them questions on the same subject.
- c) Give the pupil all the information they need and suggest sources of further information.

Your pupil rarely asks questions. You should:

- a) Ignore them to see how they like it.
- b) Act on other feedback from them such as comments or body language.
- c) Wait until they ask a question before giving them any feedback.

*The correct choices are:  
b), c) & b)*

**Section 4 g) Did the trainer maintain an appropriate, non-discriminatory manner throughout the session?**

You must create an open, friendly environment for learning, regardless of the pupil's age, gender, sexual orientation, ethnic background, religion, physical abilities or any other irrelevant factor.

You should maintain an atmosphere in which the pupil feels comfortable to express their opinions. This implies active respect for the pupil, their values and what constitutes appropriate behaviour in their culture.

You must not display inappropriate attitudes or behaviours towards other road users and should challenge your pupil if they display these behaviours.

***Got that? To check your understanding try the following exercise.***

**Read each of the following points, then indicate whether or not doing what the statement says would demonstrate competence in maintaining an appropriate, *non-discriminatory* manner (use a tick or cross by each statement to indicate your response).**

- a) Keeping a respectful distance and not invading the pupil's personal space.
- b) Asking the pupil how they wish to be addressed.
- c) Assuming that using somebody's first name is acceptable without first finding out.
- d) Touching the pupil, including trying to shake hands, unless it is necessary for safety reasons.
- e) Asking a disabled driver to explain what you, as their driving instructor, need to know about their condition
- f) Using language about other road users that is not derogatory and that does not invite the pupil to collude with any discriminatory attitude.
- g) Passing comment on an aspect of the pupil's appearance whether or not that aspect directly affects their ability to drive safely.

*The correct choices are:  
a), b) & e)*

*Section 4 h) At the end of the session – was the pupil encouraged to reflect on their own performance?*

At the end of the lesson find out what the pupil remembers about the learning points of the session and how they feel. Try using some of these questions or similar:

- How did you do today?
- What did you learn today?
- What were your strengths and weaknesses?
- What can you do now that you couldn't do at the beginning of the lesson?
- How do you feel about the lesson?
- How do you feel about the way you drove?
- What can you do to improve?

If the pupil does not recall areas that need development, try asking them some of the following question or similar:

- What could have gone better today?
- If you could have changed anything that happened today, what would it be?
- What do you think is the difference between the way you drove today and a 'perfect drive'?

If the pupil cannot describe what has happened then you may have to tell them. Either way, use the answers they give you as feedback for yourself – is there anything that you need to change in your approach?

***Got that? To check your understanding try the following exercise.***

**Complete the multiple-choice questions below (mark one answer for each question).**

The pupil has been responding well throughout the lesson and seems to have learnt a lot. At the end of the session do you

- a) Not encourage reflection as the pupil responded well throughout?
- b) Encourage reflection?
- c) Ask only closed questions to save time?
- d) Tell the pupil rather than ask them about their performance as you think they know the answers?

The pupil is in a rush to get back home before their favourite TV show starts. Do you

- a) Make time prior to the end of the lesson to encourage reflection?
- b) Meet the learning needs of the pupil by postponing reflection until the start of the next lesson?
- c) Email a summary to the pupil so they can think about them on their own after the TV show?
- d) Skip reflection, as doing this once in a while makes no difference to the quality of lesson?

The pupil never responds well during reflection. Do you

- a) Stop reflecting with this pupil for the rest of their course of lessons?
- b) Tell them what they have learned quickly to try to shorten the length of the summary?
- c) Analyse if there is something in your teaching style that may need adjusting?
- d) Post a summary of their lesson on social media websites so they can view it later?

*The correct choices are:  
b), a) & c)*

## Section 5. FAQs

Q: How will I be informed that I have to attend my Standards Check?

A: You will normally be invited for a Standards Check at your local driving test Centre (DTC). Occasional DTCs or out-stations are not suitable because of the restrictions they impose, you will get a letter that confirms the time and place of your Standards Check and explains the test procedure.

Q: What type of pupil do I take to the Standards Check?

A: This is entirely up to the individual ADI, the different levels of ability fall into the following categories.

- Partly trained, inexperienced, learner.
- Experienced pupil – about ready to take their practical driving test.
- New full licence holder.
- Experienced full licence holder.

Q: As an ADI I provide training to the emergency services. This training can include taking advantage of legal exemptions such as exceeding speed limits or not complying with traffic signs, would it be acceptable to use this type of lesson for my Standards Check?

A: No, if you inform the examiner that the proposed lesson plan includes elements which require the trainee to take advantage of the exemptions the Standards Check will not go ahead for health & safety reasons.

Q: A big proportion of my pupils do not speak English as their first language, will I be able to do a Standards Check in a foreign language?

A: No, all Standards Checks must be done in English or Welsh and you will be observed delivering a normal 1 hour lesson with a pupil.

Q: What type of questions will the examiner ask me about the pupil I will be taking for my Standards Check?

A: You should be able to tell the examiner

- roughly how many hours of tuition your pupil has had
- whether your pupil is getting any other practice, e.g. from parents or others
- your pupil's strengths and areas for development

Q: Will I need to display my ADI certificate if I don't charge the pupil I intend to take for my Standards Check?

A: You don't need to display your certificate if you're not charging the pupil; however the examiner will ask to see your certificate if it's not displayed, the Standards Check *will not* go ahead if you can't show the examiner your valid ADI certificate.

- Q: When will I get the result of my Standards Check?
- A: The examiner will need to complete their paperwork. This will normally take about 10 minutes, they will come and find you and give you some feedback on what they've seen. They will inform you that you're both welcome to wait in the waiting room.
- Q: What happens if I don't agree with the result of my Standards Check?
- A: You can appeal to a Magistrate's Court (the Sheriff's Office in Scotland) if you think that your Standards Check wasn't *conducted* properly. However, you can't appeal against the examiner's decision.
- Q: Why has the option of choosing a role play scenario been removed?
- A: Role play does not allow the examiner to see a realistic representation of the instructor's abilities during a live 'typical' lesson and it detracts from the quality of assessment as the examiner also has to fulfil the role of a pupil.
- Q: I still have my certificate of registration however I am no longer working as an ADI; in this case will I still need to attend the Standards Check?
- A: Yes you would, Whilst you hold a Certificate of Registration, not having a pupil, not working as an ADI and not having a car are not acceptable reasons for failing to attend your Standards Check.
- Q: I do not teach learner drivers as I am a full time trainer for potential Driving Instructors, would I be allowed to use one of my pupils for my Standards Check?
- A: The pupil you take for your Standards Check can be at any level of ability, but *cannot* be on the ADI register or have passed the ADI part 2 test.
- Q: I am a newly qualified ADI; would it be acceptable to have my trainer/mentor accompany me on my Standards Check?
- A: Yes if you wish, you can be accompanied by your trainer/mentor, but that person cannot take part in the Standards Check lesson in any way.



## Section 6. General Information

### a) Invited for Standards Check

You will normally be invited for a Standards Check at your local driving test centre (DTC). Occasional DTCs or out-stations are not suitable because of the restrictions they impose. You will get a letter that confirms the time and place of your Standards Check and explains the test procedure. You'll find a link to this in Section 4 of this guide.

Before the lesson starts, you will be asked some questions about your pupil, for example:

- roughly how many hours of tuition your pupil has had
- whether your pupil is getting any other practice, e.g. from parents or others
- your pupil's strengths and areas for development

It is advisable for you to show the examiner the pupil's progress record before the start of the lesson. This will help you to help explain the pupil's current progress in their agreed training programme.

The pupil can wait in the car when they arrive at the DTC. When you return to the car, you should introduce the pupil to the examiner in a relaxed way. Keep in mind that you want the pupil to behave exactly as they would normally. Some find that it helps to put their pupil at ease if they explain:

- that the examiner is there to check you are doing your job
- to make sure that the quality of instruction they get meets the minimum standards

You must display a valid ADI certificate if you're charging the pupil. You must also be able to produce the certificate, even if the pupil is not paying for the lesson.

### b) Observers

It is possible that the examiner will be accompanied by a senior examiner to quality assure their assessment. Whenever possible, if this is going to happen you will be told in advance. In this case, the lesson can include (if you wish) driving to the nearest garage or tyre centre to inflate the car's tyres to the recommended pressures for a heavier load.

If you wish, you can be accompanied by your trainer/mentor, but that person can't take part in the Standards Check lesson in any way.

### c) At the start of the Standards Check

The format of the Standards Check is very similar process used for the learner driver test:

- Confirm your identity
- Complete the relevant paperwork
- Ask the examiner any questions you may have about the assessment
- Introduce the pupil to the examiner
- Discuss the lesson plan and agree it with the pupil

If you have little or no experience with the pupil, you can suggest an assessment drive before finalising a lesson plan. However, you must make sure enough time is available for development and feedback during the lesson.

### d) At the end of the Standards Check

The Standards Check will last for 1 hour and then you should allow a further 15 minutes at the end of the lesson for a debrief with the examiner. Once you have finished any reflective discussion with your pupil, the examiner will need to complete their paperwork; this will take approximately 10mins. The examiner will then provide you with some feedback on the lesson.

### e) Appeals

You can appeal to a Magistrate's Court (the Sheriff's Office in Scotland) if you think that your Standards Check wasn't conducted properly. However, you can't appeal against the examiner's decision.

#### **d) Vehicle Requirements**

It is imperative that you attend your Standards Check with a suitable vehicle. Rules for cars used for driving tests can be found on GOV.UK. Here is a summary of the main points:

- Ensure the vehicle meets minimum test requirements and be roadworthy and safe.
- Make sure you fit L plates (or D plates in Wales) if you are teaching a learner.
- Make sure your rear seat belts are in working order and used correctly.
- If you have the facility for rear head restraints, these must be fitted correctly.
- Soft-top convertibles are not acceptable.
- '2+2' vehicles where seating arrangements in the back are inadequate.
- If you attend in a car that is not acceptable, this could result in your removal from the ADI Register.

#### **e) Useful links**

##### 1.1 National standard for driver and rider training

<https://www.gov.uk/government/publications/national-standard-for-driver-and-rider-training>

##### 1.2 National standard for driving cars and light vans

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226477/dsa-national-standard-driving-cars.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226477/dsa-national-standard-driving-cars.pdf)

##### 1.3 ADI Standards Check: standard operating procedure

<https://www.gov.uk/government/publications/adi-standards-check-guidance-for-driving-examiners/adi-standards-check-standard-operating-procedure>

##### 1.4 The ADI Standards Check Form (SC1)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/259109/dsa-standards-check-form-example.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/259109/dsa-standards-check-form-example.pdf)

##### 1.5 Typical Reflective log

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/255597/typical-reflection-log.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/255597/typical-reflection-log.pdf)

##### 1.6 ADI Standards Check invite letter

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/259194/adi-standards-check-invite-letter.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/259194/adi-standards-check-invite-letter.pdf)

##### 1.7 Rules for cars used for driving tests

<https://www.gov.uk/adi-standards-check/what-to-take-to-your-check-test>

##### 1.8 Approved driving instructor check test and standards check – the new standards check

<https://www.gov.uk/adi-standards-check/the-new-adi-standards-check>

## Section 7. Driver Profiles.

There are 4 typical lesson scenarios:

- The partly trained, inexperienced learner.
- Experienced pupil - about ready to take their practical driving test.
- New full licence holder (FLH).
- Experienced full licence holder.

We have given each of these scenarios a background story, which includes a short description of their driving history, their wants and their needs (it would be ineffective to print every last detail about the pupils). We have done this so that at certain points in this book we can draw upon these examples and discuss how to meet the expectations of the Standards Check and make sure that the pupil has the best lesson possible.

You don't need to memorise the cases or even read them now, the exercises will tell you when to refer to the cases.

<b>Driver Profile 1, James - The partly trained, inexperienced learner.</b>
---

You have delivered all of James' six hours of driving lessons. He prefers doing rather than talking about the subject and wants a driving licence for reasons of general everyday use. He can be hard on himself when he does not get things right.

James' lessons have been mainly on quiet 'nursery' routes so far and he is beginning to get the hang of them. At the end of the lesson you discussed the plan for his next lesson which would be crossroads, you informed James that this would mean dealing with more intermediate routes. He has not negotiated complex junctions or driven in heavy traffic.

He is an attentive listener, a quick learner and generally does exactly what you tell him. However, he does not say much. You have noticed that whilst James is confident, he responds well to positive feedback.

When dealing with a pupil at James' level do:

- Create a climate that promotes learning.
- Explain and demonstrate skills and techniques.
- Transfer the balance of responsibility for their learning process to the learner as soon as they are ready to take it.
- Try to understand where the pupil is having difficulties and how you can help them develop sound basic skills.
- Use a variety of tools to encourage the pupil to analyse their own performance and to find solutions.
- Come up with suitable solutions if your pupil cannot.

However, don't:

- Cause your pupil to feel like they are being talked-down-to.
- Expect transferring responsibility to be immediately successful.
- Expect to solve problems immediate

<b>Driver Profile 2, Patrick - Experienced pupil - about ready to take their practical driving test.</b>
--

Patrick is technically skilful and can carry out the reversing manoeuvres independently. You have seen him drive well on various types of roads and in various conditions.

He passed his theory test several months ago, scoring the minimum pass mark on the Hazard Perception element.

Patrick is confident - sometimes a little over-confident. Although he rarely makes mistakes, when a driving error does occur, he has a tendency to blame others. This behaviour makes it less likely that he will do things better next time he is faced with a similar situation. He has said things like "It doesn't matter if they hit me – I'll claim on their insurance".

Patrick practices driving with friends and family and you are concerned he will develop bad driving habits. You have a further concern that some of the advice he has been given by friends and family conflicts with correct driving practice.

When dealing with a pupil at Patrick's level you can expect that:

- They may not have developed the skills of scanning and planning that will help them to cope when they drive independently.
- They have not developed the skill of reflection that will help them to be life-long learners.

You should:

- Demonstrate that you understand the key issues that need to be addressed to try to reduce the numbers of newly qualified drivers who crash in the first 6 months.
- Be working to develop a realistic understanding of ability.
- Be working to develop an enhanced understanding of risk.
- Be checking, developing and reinforcing systematic scanning and planning tools.
- Be strongly encouraging reflection.
- Be supportive.
- Not over-instruct.
- Give suitable and technically correct instructions.
- Offer demonstrations where necessary.

For a pupil with this level of experience, the emphasis of your lesson should be on the use of practical 'on the road' examples in order to develop a driver with a constructive attitude and good all round practical ability.

### **Driver Profile 3, Bruce - New full licence holder**

Bruce has not driven since passing his test which was several months ago due to financial reasons. He is due to start a new job in which he will be driving a company car over long distances. The company insist that all their company car drivers pass a driving assessment as part of their health and safety policy. In addition, the company is interested in minimising its fuel bills.

Normally, you could expect a new licence holder to be enthusiastic and open to learning. However, Bruce did not enjoy his driving test and is unhappy that he has to take another driving assessment.

For a driver in Bruce's position you should expect him to have lost certain disciplines such as:

- MSM routine
- Planning and scanning

You might also expect a pupil at Bruce's level:

- To have limited understanding of 'eco-safe' driving.
- To be nervous of increased responsibility and accountability

You must:

- Identify and deal with any bad habits.
- Take the pupil forward in their learning.
- Deliver what the pupil is looking for, otherwise the pupil may not engage with the learning process.

### **Driver Profile 4, Stephanie - Experienced full licence holder.**

Stephanie has experience of most types of roads and in all conditions. She was involved in a serious incident 12 months ago. Her car hit an oil patch as she was driving around a bend on a rural road. Her car then left the road and collided with a tree.

Whilst she escaped serious injury, the accident has had a serious impact on her daily life: she no longer feels confident enough to drive alone. Use of a car is essential for Stephanie as she has a young family which she needs to take to and from school. She also uses the car for her daily commute. The person who normally travels with her is moving out of the area and public transport is not a viable option.

As this is having a huge impact on her daily life Stephanie has decided to take refresher lessons because she feels the need to boost her confidence. The main issue is that she feels very apprehensive about driving on rural roads. She lives in a rural area. She wants to have driver tuition in her own car

Generally speaking, a pupil of Stephanie's level will be more competent than they were immediately after passing their test. Prior to the incident, the same was true of Stephanie.

As with a new full licence holder, you must:

- Identify and deal with any bad habits.
- Take the pupil forward in their learning.
- Deliver what the pupil is looking for, otherwise the pupil may not engage with the learning process.

## **Section 8. Glossary of Terms (the jargon buster)**

### ***Lesson plan***

A lesson plan is an instructor's detailed description of the course of instruction for one lesson. Each lesson plan developed by the instructor will vary depending on the preference of the instructor, subject being covered, and the need and/or curiosity of pupils.

### ***Client centred learning***

This is where lessons are focused on the interests of the pupils, rather than those of teachers. Client-centred learning is focused on each pupil's interests, abilities, and learning styles. This method recognises the student's voice as being fundamental to the learning experience for every learner. Essentially, the pupils choose what they will learn, how they will learn, and how they will assess their own learning.

### ***Competence***

This is simply the ability of an individual to do a job properly. Individuals' competence develops over time through a mix of training, on-the-job learning, instruction and assessment.

### ***Learning goals***

Learning goals are the backbone of a lesson and provide the *reason* for teaching something. Learning goals should include what students will *understand* and be *able to do* as a result of the lesson.

### ***Learning needs***

Learning needs are where you help the learner identify where they are in terms of their knowledge, skills and competencies, compared to where they wish to be. This information will help them to recognise their learning goals.

### ***Learning styles***

Learning is "a relatively permanent change in behaviour or knowledge" and style is "the way in which something is done". So, a learning style is the way in which an individual prefers to learn.

### ***Teaching styles***

A teaching style is the manner in which an individual prefers to deliver information within the learning environment. An instructor's teaching style will usually mirror their own preferred learning style. However, it is important to recognise the need to adapt the teaching style to suit each pupil's learning style.

### ***Risk management***

Risk management refers to the identification of potential risks to safety and the steps taken to reduce the impact of the risk to your safety, the safety of the pupil and the safety of other road users. In particular circumstances this can extend to taking physical control of the vehicle to manage a safety critical incident.

From a training point of view, you are also responsible for developing the pupil's awareness of and ability to manage risk (as the driver, the pupil also has responsibilities).

### ***Verbal intervention***

Verbal intervention is where words or phrases are used as a technique to avoid physical action (use of dual controls).

### ***Physical intervention***

Physical intervention is the use of physical action/s to help the pupil remain in control of the vehicle. It can be something as drastic as steering the wheel or braking / stopping the vehicle, or something as simple as adjusting the temperature setting. It is important to keep the pupil informed if physical action is used / required.

### ***Typical lesson scenarios***

Typical lesson scenarios categorise the 4 main types of pupil you use for the purposes of your Standards Check. These are:

- a partly trained, inexperienced, learner,
- an experienced pupil – about ready to take their practical driving test,
- a new full licence holder (FLH),
- an experienced full licence holder.

### ***Safety critical incident***

A safety critical incident is the type of incident where you would have to physically intervene to prevent a potential or actual danger. Imagine a situation in which you would have no option but to use the dual controls – that type of incident would typically be a safety critical incident.

*This does not mean that safety critical incidents are only those in which you use the dual controls. Likewise, safety critical incidents are not the only occasions when you would need to use the dual controls.*

### ***Teaching and learning strategies***

Teaching and learning strategies are quite simply the activities and methods used to move the learner towards achievement of the learning outcome.

### ***Analyse***

To analyse something is to examine something methodically and in detail, typically in order to explain and understand it.

### ***Learning outcomes***

A learning outcome sets out what a learner is expected to know, understand and be able to do as the result of a process of learning.

### ***Non-discriminatory manner***

This refers to an individual's ability to act without bias against a particular individual, type of person or group.

### ***Reflect***

The term 'reflect' relates to the process of thinking deeply or carefully about something.

**Call now on 0800 331 7462 or visit [reddrivingschool.com](http://reddrivingschool.com)**

Red Driving School, 12 Coleman's Nook, Belasis Technology Park, Billingham, TS23 4EG